

# INSPECTION REPORT

## **HOOK JUNIOR SCHOOL**

Hook

LEA area: Hampshire

Unique reference number: 116045

Headteacher: Mrs Julie Kay

Reporting inspector: David Welsh  
10992

Dates of inspection: 14 - 16 January 2001

Inspection number: 193882

Short inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 -11
Gender of pupils:	Mixed
School address:	Church View Hook Hampshire
Postcode:	RG27 9NR
Telephone number:	01256 762141
Fax number:	01256 762141
Appropriate authority:	Governing body
Name of chair of governors:	Richard Morley
Date of previous inspection:	April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
10992	David Welsh	Registered inspector
14347	Joan Lindsay	Lay inspector
22942	Jacqueline Cousins	Team inspector
24009	Mary Hutton	Team inspector

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 - 9</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>10 - 14</b>
<b>WHAT COULD BE IMPROVED</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16 - 19</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Hook. It is larger than most primary schools with 382 pupils aged seven to 11. The school's admission number is 90 but in the current year the school has admitted, exceptionally, 114 pupils, necessitating additional temporary classrooms. The school has grown significantly since the last inspection when there were 324 pupils. Nearly all the pupils live in the villages of Hook, Odiham and Newnham and transfer from the adjacent infant school. The proportion of pupils entitled to free school meals is well below the national average. Overall, pupils' attainment on entry to the school is well above average although this includes a significant proportion of individuals who require considerable support with their learning. The proportion of pupils identified as having special educational needs is above the national average whilst the proportion with statements of special educational need is below. Those who have moderate learning difficulties and specific learning difficulties (dyslexia) are the most significant disabilities. Most pupils are white and of European origin. A small proportion of pupils are learning English as an additional language and nearly all are very competent in the language. Over the past few years the school has experienced difficulties in recruiting and retaining teachers and there are only four teachers who were at the school when the last inspection took place. For five terms, prior to the current headteacher being appointed in April 1999, the school was led by an acting headteacher as the headteacher was absent through illness.

### **HOW GOOD THE SCHOOL IS**

Hook Junior School is a rapidly improving school as a result of the very good leadership and management by the headteacher and the strong support of staff and governors. It has some very good features and gives good value for money. Pupils make good progress overall as a result of the good teaching, the relevant curriculum and pupils' very good behaviour and attitudes to work. The school's ethos strongly promotes learning and by Year 6, pupils achieve standards that are well above the national average in English, mathematics and science. In most other subjects they attain standards at least in line with those expected of pupils aged 11 and often they are above.

#### **What the school does well**

- Standards in English, mathematics and science are well above the national average.
- The headteacher, very well supported by the deputy headteacher, staff and governors, has created an ethos in which the school's aims are achieved. Pupils learn together happily, respect each other, do their best and share their achievements.
- Teaching in Year 6 is very good overall.
- Pupils' personal development is strongly promoted.
- Pupils' attitudes, behaviour and relationships are very good.
- Parents hold the school in very high regard.

#### **What could be improved**

- Pupils' attainment in information and communication technology. (identified by the school)

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in May 1997. Very good progress has been made since the appointment of the current headteacher. The two key issues from the last inspection have been addressed, that of meeting the needs of able pupils and raising standards in information technology. However, there is still a need to continue to improve the pupils' attainment in information and communication technology. There have been many other improvements, particularly communications with parents. The capacity for further improvement is very good.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	A
Mathematics	B	A	A	A
Science	B	B	A	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

- Results in the national tests in Year 6 in English, mathematics and science have improved at a faster rate than the national trend over the period 1998 to 2001, mainly as a result of the significant improvements in the past two years.
- In 2001, the proportion of pupils who attained a level (i.e. level 5) above that which is expected of pupils in Year 6 was well above the national average in English and mathematics and above the national average in science. A small proportion of pupils attained level 6 in mathematics, a very high standard.
- Standards in reading and writing are well above average overall. The standards in writing have improved significantly as a result of the strategies implemented by the school. Attainment in mental arithmetic is improving as a result of the increased emphasis in lessons and work at home.
- The school has nearly always met its annual targets in the national tests in English and mathematics. It is setting increasingly challenging targets by raising the proportion of pupils expected to achieve the higher level 5 in English, mathematics and science.
- Attainment in art, design and technology, geography, history, music, physical education and religious education is at least in line with that expected of pupils aged 11. In many cases, it is higher, often as a result of attending extra-curricular activities. Attainment in information and communication technology is not high enough. Attainment in gymnastics is restricted by the opportunities for practice in the small hall.
- There are no marked differences between the performance of boys and girls or pupils from different backgrounds. Pupils, including those with special educational needs, English as an additional language and those who are talented or gifted, are making good progress overall although this has not always been consistent throughout their time in school; for example, progress in information and communication technology was unsatisfactory because, until recent months, pupils did not have sufficient opportunity to use the computers to improve their skills.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils arrive punctually and they come prepared to work hard. Homework is usually completed on time and out of school activities are well attended.
Behaviour, in and out of classrooms	Very good. Pupils behave well in class, around the school and outdoors. They are courteous to adults, including visitors. There have been no exclusions in the past three years.
Personal development and relationships	Very good. Pupils care about each other. They are keen to take responsibility and to make suggestions as to how the school can be improved.
Attendance	Very good. Well above the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

- Teaching is good overall and this is similar to the findings in the previous inspection.
- About one third of the lessons observed were very good or excellent and two-fifths good. About one quarter were satisfactory and a very small proportion unsatisfactory (one lesson).
- Teaching in Year 6 is very good overall.
- The teaching of English and basic literacy skills is good overall. Teachers use all areas of the curriculum to develop literacy and writing skills and, as a result, pupils' learning is good.
- The teaching of mathematics and numeracy is good overall. The specific arrangements made to support those who find solving mathematical problems difficult and those who are gifted ensure that pupils make good progress in mathematics.
- Teachers are well supported by special needs and learning support assistants. This makes a significant difference to pupils' progress, including able pupils, those with special educational needs and those who learn English as an additional language.
- Where teaching is very good or excellent, teachers have high expectations of their pupils both in the amount of work and in behaviour. Pupils' learning is evaluated well and this information is used to inform planning, which is very good, in the next lessons. Teachers use questioning very well to challenge pupils to think harder.
- Where teaching is unsatisfactory, pupils do not learn enough as the pace of the lesson is too slow.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	All pupils benefit from a relevant curriculum that meets statutory requirements. It is enriched significantly by the use of visits, visitors, special events and extra-curricular activities. English, mathematics and science are given due priority. The provision for personal, social, and health education is very good.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and special needs assistants. They have the same access to all aspects of the curriculum as other pupils.
Provision for pupils with English as an additional language	Good. Pupils are well supported at all levels. The school makes good use of external advisers and teachers for pupils in the early stages of learning English.
Provision for pupils' personal, spiritual, moral, social and cultural development	The school's provision for social and moral education is very good. It is good for spiritual development, especially in assemblies. Cultural development focuses well on local, British and European cultures but pupils have not had as many opportunities to learn about some of the different cultures represented in contemporary society. The school is addressing this.
How well the school cares for its pupils	Staff know the children well and take a keen interest in their personal welfare. There are good procedures for ensuring the pupils' personal safety. The procedures for monitoring pupils' academic performance are very good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very well supported by the deputy headteacher and staff, provides very good leadership and clear educational direction to the school. Other key staff provide very good support and guidance to their colleagues.
How well the governors fulfil their responsibilities	Following rigorous self-evaluation, the governing body is now well organised to carry out its statutory duties. It has recently improved its procedures for monitoring the school's work and is actively supporting higher standards of personal responsibility by regularly presenting awards to nominated pupils.
The school's evaluation of its performance	Very good. Effective procedures are in place for monitoring teaching and learning. Very good use is made of statistical analysis and other data to identify areas of the curriculum needing improvement.
The strategic use of resources	The school has very good procedures for ensuring that its funds are used to obtain best value for its pupils. All financial planning is linked closely to priorities identified in the Development Plan.

The small size of the hall restricts the progress that pupils make in their gymnastic lessons when using apparatus.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children are expected to work hard and achieve their best.</li> <li>The school is well led and managed.</li> <li>They feel comfortable about approaching the school with a question or problem.</li> <li>Teaching is good.</li> <li>School provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Nothing of significance.</li> </ul>

A few parents indicated that they were dissatisfied with the amount of work their children bring home and that they would like more information about how their child is progressing. The overwhelming majority were satisfied with these matters and inspectors concur with the views of the vast majority.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

#### **Standards in English, mathematics and science are well above the national average.**

1. Since 1998, standards of attainment in English, mathematics and science have risen faster than the national trend, mostly as a result of the considerable improvements in 2000 and 2001. These standards are confirmed by inspection evidence. This improvement has been achieved as the result of the headteacher's determination to raise standards and the dedication of the staff to adopt new strategies including aspects of the literacy and numeracy initiatives.
2. In Year 6, speaking and listening are well above the national average. Pupils listen equally well with courtesy and attention whether they are addressed by their peers or by adults. They express themselves thoughtfully in a very articulate manner with total confidence. They are used to voicing their opinions, which they do maturely as a result of having positive feedback from their peers and teachers. Some very good examples of this were seen in the school council meeting when representatives from all classes were present. Pupils are used to making choices and adjusting their language for different purposes such as the activities during drama week, school productions and when studying other subjects of the curriculum. During a history lesson, for example, pupils shared their ideas of how they could find out about how the ancient Greeks lived from 'ancient ruins' and 'archaeological digs for pottery'.
3. Attainment in reading is well above the national average. Pupils are encouraged to read avidly because they are awarded different certificates according to the number of books they read. Pupils take obvious pleasure in reading a wide variety of texts. This was evident during a discussion in a Year 6 English lesson about effective opening paragraphs to stories. Pupils showed their knowledge of authors and referred to quality books they had read providing good models for their own writing. Pupils have written book 'blurbs', the descriptions found on book jackets, and these have been displayed with the publisher's version to encourage pupils to make critical assessments.
4. Although the standard of pupils' writing at the end of the key stage has been high, it has not always matched the very high standard achieved in reading. Due to the school's focused work to improve the discrepancy, there has been a marked improvement which has significantly closed the gap. The school sets aside time in the curriculum for specific English lessons focused only on writing. These sessions are organised into ability groupings so pupils can be challenged to their full potential to reach their individual targets set out in their books. The lessons have a high interest level in order to motivate the pupils, which enriches their learning. There is evident enjoyment in writing by pupils ranging from those with special educational needs to those pupils who show particular ability. Some pupils who are experiencing difficulties are targeted and given additional support by qualified staff. There is also opportunity for very able pupils to join those from other primary schools to extend their skills even further.
5. By the end of Year 6, therefore, pupils produce extremely creative, polished and well structured work. Their range of writing is wide and includes fantasy stories, poems, minute-taking for meetings, book reviews as well as factual writing in other subjects. Pupils also achieve a very high standard of diary writing and writing in the style of journalists as seen in the Year 6 writing project folders. Pupils have an excellent understanding of how to use appropriate expressions for different audiences. This is particularly well highlighted in their persuasive arguments when writing letters to the chair of governors. The scene set was a hypothetical case of the possibility of selling school land to include the wildlife area in return for a building extension. Pupils showed a high degree of sensitivity and a moral and social maturity when phrasing their points very lucidly. Pupils' work is rich in the variety of vocabulary and expressions chosen; this results in some lively and inspiring writing. An outstanding example is seen in the 'Trapped' forest fire stories, when the pupils have written, with great empathy, from the point of view of an animal of their choice. The exciting opening paragraphs set the scene in a manner which holds the reader's attention. Throughout the school, pupils learn how to plan their writing and then edit it before redrafting. They readily use a thesaurus to attempt to make their work more dynamic. Pupils regularly learn spellings for weekly tests and write words learned into the

context of sentences for meaning. Pupils are expected to write in a neat cursive handwriting style.

6. The school's focus on improving the already high standard of writing has not been confined to the English curriculum. Its success has been strengthened by the planned opportunities for extending pupils' writing skills across the whole curriculum. The Year 4 pupils' accounts of their visit to Hampton Court, for example, were well written as they related what had impressed and interested them with reasons for their choices. Part of Year 3 pupils' work in geography was to evaluate the changes they would like to see in Hook.
7. Standards of attainment in mathematics have risen so that in 2001 nearly nine out of ten pupils attained level 4, the expected level. Nearly half the pupils attained level 5 and a few pupils attained level 6, a very high level for pupils aged 11. This has been achieved by the adoption of a number of strategies to improve pupils' mathematical skills and understanding. All teachers have embraced the numeracy initiative to good effect. The need to improve mental arithmetic skills has been emphasized; for example, with awards for those who have learnt their 'times tables'. The school has introduced lessons in reasoning to help pupils deal with 'problems' and has identified the need to improve pupils' understanding of fractions and the ability to use calculators. On three mornings each week there is a 'fast track' class for pupils in Year 6 who are deemed capable of achieving level 6. Under the direction of the mathematics manager, a learning support assistant teaches the small group of pupils. As a result of her good subject expertise and the very good relationships, these pupils make very good progress in their learning. They learn to solve problems concerning alternate, corresponding and vertically opposite angles. They are able to work out a formula which will give them the answer to, "How many degrees are there in a polygon with x number of sides?" Pupils calculate complex problems involving fractions and percentages and they have a good understanding of negative numbers. They solve simple linear equations and some that are more complex.
8. Other initiatives include the most able pupils from each class throughout the school working with the learning support assistant once a week to extend their mathematical skills. Special needs assistants support those who find mathematics more difficult. In Years 3 to 5, pupils are selected according to their overall mathematical ability but in Year 6, pupils are supported according to who is most in need of help with the particular topic being learnt; for example, identifying and measuring acute, obtuse and right angles in two-dimensional shapes. Booster classes for pupils in Year 6 are held to help those who are deemed capable of achieving a better grade with additional support. Once a week, pupils are taught in 'focus' groups selected by ability and they receive their weekly homework whilst in these sets. All of these factors have contributed to the improving standards.
9. Standards of attainment in science are well above average overall. This is due to the school's practical approach to the teaching of the subject and the challenging use of investigations. The teachers' planning has been adapted after careful analyses of test results to ensure that pupils have a good understanding of all elements of the science curriculum. In addition, particular groups of pupils have been identified for extra support. There is a high emphasis given to the use of scientific vocabulary in lessons, so that pupils learn how to use technical vocabulary in the most effective way. Regular monitoring of pupils' books has ensured that high levels of recording are achieved. Pupils write about their investigation and draw up a chart to show results; for example, showing how different metals affect magnetic attraction. They draw effective line graphs to show how different weights affect the extension on an elastic band. Good generalizations are created when pupils write conclusions such as, "The heavier the object, the more the band stretches, the lighter the object, the less the band stretches". The good teaching pupils receive also contributes to maintaining high standards. Teachers have high expectations, which ensures that all pupils are effectively included in lessons. The introductions of lessons are well used to revise previous work allowing pupils to link and build on their knowledge. The best teaching utilises challenging questioning; for example, one Year 6 teacher really sought to deepen pupils' understanding when she asked them, "Why will the shadow get bigger as the light source gets closer?" Pupils also benefit when at the end of the lesson the learning objective is revisited and the scientific knowledge gained by pupils is explored.

**The headteacher, very well supported by the deputy headteacher, staff and governors, has created an ethos in which the school's aims are achieved. Pupils learn together happily, respect each other, do their best and share their achievements.**

10. The headteacher provides very good leadership and management. When appointed, the school had been through a long period of uncertainty, which had resulted in much parental dissatisfaction and a lack of clear direction to the school. There was a high turnover of staff and past custom and practice were in need of re-evaluation. From January 2000, a new senior management team was formed and the school vision and aims were reviewed. The result is that a clear sense of educational direction is now given to the school.
11. The headteacher is strongly supported by the deputy headteacher, school improvement team, teachers, teaching assistants, administrative and other staff and the governing body. She sets a fine example to all who work at the school. There is constant evaluation of what the school does and how well it does it. There is a commitment to continual improvement in all aspects of the school's work.
12. The aims are clearly expressed in the school prospectus and they are the basis for the school's improvement plans. The school is very successful in meeting those aims; it is a happy place where relationships are very good between staff, between staff and pupils and between pupils. Pupils work hard and they are appreciative of others' efforts. This is apparent in class, in assemblies and in the shared areas of the school.
13. This ethos has been achieved as a result of significant improvements in all aspects of the school's work. The management structure of the school has been revised and this is working well in bringing about continuous improvement. The headteacher and deputy headteacher enjoy a very good working partnership which results in very good management of the school. The school improvement team, which comprises of the headteacher, the deputy headteacher and other staff in key management positions, effectively addresses the important issues of standards and how to improve attitudes and attainment. Year leaders and curriculum managers, including the co-ordinators for special educational needs and able pupils, ensure there is a consistency of approach and improvement within their areas of responsibility.
14. To ensure pupils work hard, the school has highlighted the need to improve the quality of teaching and provide a relevant and stimulating curriculum. As a result, all staff have opportunities to improve their skills and raise their expectations by attending courses, observing colleagues at work, learning through discussion from shared experiences and from a programme of lesson observations with appropriate feedback. Effective use has been made of external advisers to inform staff of good practice and to monitor the quality of teaching. The school has embraced the performance management of teachers and other staff in line with the new school policy to ensure that standards are being raised. Teachers monitor the progress of pupils well. Data is kept from all tests that are of significance to ensure that pupils are making good progress and to set individual targets. The needs of those pupils who are talented and gifted are met through a wide variety of measures.
15. The curriculum has been reviewed to ensure it is relevant to the needs of all pupils. They now benefit from a broad and increasingly stimulating curriculum in which visits, visitors, special events and a wide range of extra-curricular activities; for example, music, drama and sport, enable pupils of all abilities to extend their skills and interests. Pupils with specific learning needs are well supported by teachers and special needs assistants; for example, pupils with dyslexic tendencies receive individual support in addition to that provided in class. Those who are talented and gifted are challenged and supported through extra-curricular activities and work in ability groups (paragraphs 4 and 7). Pupils' personal development is strongly promoted (paragraph 18) and this is having a positive effect on pupils' attitudes, behaviour, relationships and sense of responsibility.
16. As a result of the recent review of its effectiveness, the governing body is well organised to carry out its statutory duties. Procedures have been adopted to ensure that governors are more involved in the monitoring of the school's work and implementation of the school improvement plan. Individuals are taking a keen interest in their particular role and this is having a beneficial effect on the overall effectiveness of the governing body as they file written

reports of their monitoring visits to inform their colleagues. The governing body was very much involved in agreeing the aims of the school and is clearly interested in influencing how they might be achieved. Its involvement in promoting awards for those pupils who are nominated as being responsible citizens is an indication of how it is becoming increasingly interested in the curriculum and the standards pupils achieve, both academically and in their personal development.

### **Teaching in Year 6 is very good overall.**

17. In the very good lessons with many excellent qualities observed in all the Year 6 classes the teachers enrich pupils' learning. Lessons are very well planned with clear learning objectives that are shared with the pupils at the beginning of the lessons. Very good introductions ensure that pupils revise previous knowledge. Teachers have very effective relationships with the pupils and this helps to sustain the pupils' concentration. The work is well matched to the different levels of ability to ensure challenge. Teachers are mindful of the range of ability within classes and ensure questioning is appropriately directed. Pupils are involved in the lesson and made to feel they are important. Teachers are very well supported by special needs assistants and other adults who work very well with pupils ensuring that those who require it are given appropriate help with their learning. As well as the very high expectation of behaviour there is a very high expectation of the amount of work to be completed. Time is used well with pupils being told how long they have to complete an activity. The teachers are very well prepared and effectively assess the pupils' learning by high quality questioning and asking pupils for their opinions. The open-ended questions challenge pupils' thinking; for example, "What happens when you divide a repeated 3 digit number, such as 237237 by 7, then 11 and then 13? Can you give a reason for what happens?" In mathematics, pupils are asked to demonstrate how they have arrived at an answer and this helps other pupils to understand there are different ways to solve a problem. The plenary at the end of the lesson is used well to review what has been learnt and to assess pupils' learning. The marking of books is constructive in order to guide pupils to achieve higher standards of work. Pupils are encouraged to talk about their work in order for them to gain confidence and self-esteem. Homework is effectively linked to learning in the classroom.

### **Pupils' personal development is strongly promoted.**

18. The provision for pupils' personal development is very good. A whole school programme for personal, social and health education has been adopted and there are weekly lessons for this area. Termly visits from the police to deliver the 'Getting It Right' programme take place. The school and governors have set up many activities to develop pupils' citizenship awareness; for instance, twice termly awards for all year groups. Pupils can be proposed for this recognition of personal achievement by teachers, parents and local people of the community. Year 6 pupils take part in a Junior Citizenship Award, which covers personal challenge, adventurous activities, personal safety, school service and community service. These older pupils also vote to decide on the local charity for which they raise money annually. The school council offers all pupils a voice in the running of the school and an opportunity to raise concerns. All pupils in the school are considered for the Personal, Social and Health Education Award.
19. The central area of the school is particularly well used to allow pupils to develop their own initiative because during break times many pupils can be seen undertaking tasks they have suggested; for example, during the inspection, older pupils were using the computers to write articles for the school magazine and four younger pupils were making a birthday card for their teacher. There are many opportunities for pupils of all ages to take responsibility, such as helping younger pupils with tasks, acting as monitors in the classroom and overseeing the use of computers, the library and the cloakrooms.

### **Pupils' attitudes, behaviour and relationships are very good.**

20. Pupils' attitudes to work, behaviour and relationships are very good and a significant factor in the good progress the pupils make in their learning.
21. Pupils' attitudes to work are very good. They arrive at school in good time and quickly settle to their task. Pupils take a pride in their work and they like to keep their workbooks tidy and well presented. They talk with enthusiasm about what they have done and what they have

achieved. They confidently ask for help when it is required. Many participate in extra-curricular activities and those who represent the school in games or other activities are proud to have been selected. Pupils generally concentrate well in lessons and many attend the extra-curricular activities. Homework is usually fully completed on time. Many pupils have taken up the challenges offered by the school to improve their knowledge of their 'times tables' and to read more widely. Attendance is well above the national average.

22. The pupils' behaviour is very good both inside and outside of classrooms. Pupils are polite to their peers and adults, including visitors. They are courteous, trustworthy and treat the belongings of others with respect. Pupils listen carefully to teachers and other adults and they respond positively to instructions. The pupils in Year 6 set a good example to pupils in other year groups.
23. Pupils' relationships are very good within classes and year groups and across the school. The older pupils work well with younger pupils; for example, when the pupils in Year 6 work with children in the neighbouring infant school and when they run clubs for pupils in other year groups. Relationships between pupils and adults are also very good. Pupils hold their teachers and other adults who work in the school in high regard. They are keen to please them and to do their best, not only for themselves, but to please others.

### **Parents hold the school in very high regard.**

24. The pre-inspection questionnaire and discussions with parents all highlight that they have extremely positive views of the school and hold the headteacher and her staff in very high regard. Parents are particularly positive about the high expectations the school has of their children and how approachable all the members of staff, including the headteacher, are. Any concerns are met with an immediate response that parents greatly appreciate and several examples were given of where the reaction and outcome had far exceeded the parents' expectations. Parents appreciate the way the school deals sensitively with any difficult issues that arise and state that the staff always treat the children in a mature manner and explain situations well such as when pupils move into or out of the focus groups for mathematics. Parents very much like the weekly newsletters and the manner in which they are consulted about matters including new initiatives. They also appreciate the wider opportunities given to their children in respect of an enriched curriculum as well as many extracurricular activities.
25. Parents are very supportive of the school and many regularly assist in practical ways such as with cooking, staging productions and with information and communication technology. Support is also given with work done at home and, as a result, this strong school/parent partnership has a very positive impact on standards and the ethos of the school.

## **WHAT COULD BE IMPROVED**

### **Pupils' attainment in information and communication technology**

26. The school has made good progress in addressing the issues concerning information technology identified in the last inspection although progress was slow until the appointment of the current headteacher. Since that time the issue of curriculum planning has been addressed and, in addition, much else that was necessary as a result of increased expectations of what pupils should learn.
27. A curriculum manager has been appointed to lead developments in the subject and to support staff in implementing the initiatives. Good progress has been made. An action plan has been drawn up to ensure pupils have appropriate access to the curriculum. This has resulted in the purchase of a large number of computers so there are now two in all, but one, classrooms. All computers are linked to the network except in the Year 4 classes located in the new temporary classrooms across the playground. There are also five computers available in the central area where pupils, overseen by parents with expertise in this subject, take turns to use them. Pupils, in the two classes without computers connected to the network, are given additional time in the central area. A new scheme of work, based on that produced by the Qualifications and Curriculum Authority, has been completed to ensure that pupils experience all elements of the subject. Appropriate software has been purchased and those staff who lacked confidence to

teach the curriculum have been provided with basic training. All are now at a stage where they are benefiting from the NOF training. Other equipment, such as sensors, has also been purchased to ensure that pupils have access to all elements of the scheme of work.

28. By the end of Year 6, pupils will have received tuition concerning all elements of the scheme of work and many are likely to attain standards expected of pupils aged 11. However, most of the pupils are capable of achieving higher standards. The school's portfolio and discussions with pupils show they can devise and implement a multi-media presentation; for example, the world of dance. They use the computers to help them with their studies in other subjects; for example, they use the Internet to help them find out more about Winston Churchill. Also, there are plans for pupils to use sensors to help them in their science investigations before the end of the school year. A few of the more able pupils use their lunchtimes to improve their skills; for example, when designing a school magazine, but most pupils do not have enough time to work on the computers to consolidate their learning. The resources limit a teacher's ability to instruct pupils on how to complete tasks; for example, using the 'autosum' in 'Excel', because not all the pupils can see the screen and this means some pupils need to be shown what to do again. There are significant amounts of time when the computers in classrooms and the central area are not in use. As yet, information and communication technology is not consistently utilised in all other subjects.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

29. The school should:
- (1) improve the pupils' attainment in information and communication technology by:  
ensuring pupils have sufficient access to adequate resources,  
ensuring teachers and support assistants have sufficient subject expertise.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	15	10	1	0	0
Percentage	5	26	39	26	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents nearly three percentage points.

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	382
Number of full-time pupils known to be eligible for free school meals	N/a	4

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	111

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	19

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.



### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	49	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	45	42	48
	Girls	40	39	43
	Total	85	81	91
Percentage of pupils at NC level 4 or above	School	91 (95)	87 (86)	98 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	43	46
	Girls	40	38	41
	Total	81	81	87
Percentage of pupils at NC level 4 or above	School	87 (93)	87 (84)	94 (94)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	3
Chinese	3
White	372
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

## Teachers and classes

### Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	23.9
Average class size	29.5

### Education support staff: Y3 – Y6

Total number of education support staff	16
Total aggregate hours worked per week	288

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	8.0
Number of teachers appointed to the school during the last two years	11.6

Total number of vacant teaching posts (FTE)	0.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

*FTE means full-time equivalent.*

## Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	714315
Total expenditure	694580
Expenditure per pupil	1919
Balance brought forward from previous year	39920
Balance carried forward to next year	59655

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	127

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	4	0	2
My child is making good progress in school.	50	44	3	0	2
Behaviour in the school is good.	46	46	1	2	6
My child gets the right amount of work to do at home.	33	54	10	1	2
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	32	54	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	75	23	1	0	1
The school expects my child to work hard and achieve his or her best.	76	23	1	0	1
The school works closely with parents.	46	45	6	1	2
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	59	35	3	0	3
The school provides an interesting range of activities outside lessons.	58	39	2	1	1

N.B. percentages may not add up to 100 as a result of rounding up.